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California State University

San Bernardino

**HELP: A HOLISTIC ENGLISH LITERACY PROGRAM
FOR MULTICULTURAL ELEMENTARY CLASSROOMS OF
STUDENTS ACQUIRING ENGLISH AS A SECOND LANGUAGE**

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the

Degree of
Master of Arts
in
Education: Reading Option

by

Monica A. Ford, M.A.
San Bernardino, California

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Monica A. Ford, M.A.

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Educators are being presented with the challenge of developing programs to meet the needs of students from diverse linguistic and cultural backgrounds. The responsibility of regular classroom teachers is to help all students develop oral fluency, as well as literacy in English, but it is not surprising that so many teachers are feeling overwhelmed or underprepared to deal with the diversity found in their classrooms. It is critical that language minority children use their second language to manage their social interactions, articulate their emotions, and ultimately, to take control of their lives and learning (Early, 1990).

Whole language respects children, who they are, where they come from, and the experiences they have before and outside of school. Central to whole language theory is the understanding that language acquisition occurs more easily when language is meaningful and relevant to the learner. Teachers need to respect children's ownership of language, and remember that, "Language is learned best when the focus is not on the language but on the meaning being communicated" (Goodman, 1986, p. 10). When teachers work with children in the natural direction of their growth, language becomes as easy in school as out. What happens in school should support and expand on what happens outside of school. "Whole language programs get it all together: the language, the culture, the community, the learner, and the teacher" (Goodman, 1986, p.8).

Whole language is a set of beliefs, a philosophy, a way of viewing children that best serves the needs of all children in language and

literacy acquisition. It offers a way to enhance the major theories of second language acquisition and goals for language minority children. The purpose of this project is to present an overview of the design and implementation of a holistic English literacy program (HELP) which is based on whole language theory and beliefs, and which also addresses the increasing diversity of languages and cultures in classrooms.

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STATEMENT OF THE PROBLEM

Many schools are struggling to accommodate a growing and increasingly diverse population of students at various levels of English language development. While it is projected that the number of elementary school students in the nation will remain steady throughout the 1990's, by the turn of the century minority students will be the majority in the public schools of at least ten states (Teale, 1990). Immigration contributes to the largest growth in population (United Way, 1989), and as immigrant children enter the classroom they bring with them their native languages and cultures. This fact is already evident in California's public schools where "bilingual" no longer adequately describes the "multilingual" status of many classroom populations.

Educators are being presented with the challenge of developing programs to meet the needs of students from diverse linguistic and cultural backgrounds. The reality in many schools is that there are insufficient numbers of qualified English as a Second Language (ESL) specialists and Bilingual teachers for

diverse primary languages, and so, it remains the responsibility of regular classroom teachers to help all students develop oral fluency, as well as literacy in English.

It is not surprising that so many teachers are feeling overwhelmed or underprepared to deal with the diversity found in their classrooms. It is critical that children whose first language is other than English use their second language to manage their social interactions, articulate their emotions, and ultimately, to take control of their lives and learning (Early, 1990). In addition to their need to learn conversational English to function in society, children who are non-native speakers of English must also gain the language proficiency required to acquire cognitive and academic skills in subject and content areas. Teachers are encountering students in growing numbers, both native and second language learners, at various stages of English language development and their frustrations often result in negative perceptions of non-mainstream students.

It is unfortunate that students who are second

language learners are often referred to as "THOSE" children, lumped together under the category of Limited English Proficient (LEP), and viewed as deficit learners and behavior problems (Flores, Tefft-Cousin, & Diaz, 1991). Considering the negative perceptions, along with the language, academic and social needs of children from diverse linguistic and cultural backgrounds, educators must reevaluate traditional approaches to ESL and bilingual instruction in respect to their views of language and learning. Placing traditional beliefs, attitudes and practices on the Reading Theories Continuum (Harste & Burke, 1980), shows them to be based on decoding and skills perspectives.

The decoding model or "phonics approach" (Goodman, Smith, Meredith, & Goodman, 1987, pp. 240-241) views language learning as a parts to whole process and is mainly found in supplemented basal programs. It is a bottom-up approach beginning with the smallest parts or fragments of language which are put together in order to gain meaning and knowledge. Learning is seen as a passive activity, holding the

image that information can be transferred from the outside into the learner. The focus of instruction in a decoding program is on the practice of precise rules. The teacher's role is to control instruction, which is prescribed by the curriculum and publishers of materials (Shannon, 1989). The students' role is to follow the directions of the teacher. This creates a classroom environment that is teacher dominated in order to deal with the correctness of modeling and to correct the errors of the learners.

The decoding model defines reading as a correct and precise process of converting symbols into sounds in order to gain meaning. Meaning is on the page, and takes place when symbols become sounds, sounds become words, and then, words are put together. The main strategy for reading is to sound out unknown words using phonic rules. Vocabulary is built from the sound-symbol relationship or spelling patterns. Sight word vocabulary is built for those words that do not fit sound-symbol patterns or spelling rules.

The evidence of decoding programs of instruction for second language learners can be found in many

traditional ESL and bilingual classrooms where only the surface structure of language is emphasized using a grammar-based approach. Trust is placed in the language system and not the students. Instead of meaningful language experiences, students are engaged in drill and practice activities, copying from the board, studying lists of spelling words, practicing penmanship, and are kept busy with worksheets and flashcards. With a decoding approach there is also the problem of exceptions to the many rules that are taught (Smith, 1985). The emphasis on correctness makes nonstandard forms or even close approximations (Vygotsky, 1978) unacceptable. The teacher finds the need for extrinsic motivators and rewards in order to show her approval. The results for children who do not "fit" in the system is lowered self-esteem and negative views of their own abilities.

The skills or "word-focused" (Goodman, Smith, Meredith, & Goodman, 1987, pp. 200-201) model of language learning is found in popular basal series and are usually accompanied by ditto packets and workbooks. Larger units of information are seen as

helpful in the skills approach. Emphasis is placed on words as units that can be studied separately through isolation from other language parts. By joining these units together, learners can establish understanding. There is interaction between reader and text that results in meaning being gained from the text and in the head of the reader. The focus of instruction is on developing a variety of word recognition skills which are presented in a hierarchical manner. The teacher's role is to control instruction that is determined by the curriculum and publishers of materials (Shannon, 1989). The students' role is to follow directions. This creates a classroom environment that is teacher dominated in order to insure that all students derive the same meaning from text and instruction. The teacher is also responsible for correcting the errors of learners.

The skills model defines reading as the product of receiving printed communication, and the making of discriminating responses to graphic symbols. First, the reader decodes graphic symbols to speech in order

to produce words. Then, the words are chained together to get meaning from the printed page. The belief is that the longer the chain of words, the greater the meaning potential. There is heavy emphasis placed on the use of analytic phonics in order to build generalizations, words presented in isolation, and working with controlled vocabulary. Graded word lists are used to develop vocabulary through repetition. Sight word vocabulary is built for words that are not used frequently, functional words, and words to build basic vocabulary for analyzing.

The skills model tries to be something to everybody. This is typical for the basal series that claim to be literature-based but include supplements to cover word-attack skills. It can be a successful approach for some teachers with some children some of the time, but for the most part, "breaking down reading into 'component skills'. . . makes learning to read more difficult because it makes nonsense out of what should be sense" (Smith, 1985, p. 6). In most cases, more time is spent on instruction than

actual reading as students and teachers remain passive participants, placing their trust in the curriculum. There are also many assessments included to assure that teachers do not veer far from the sequence of skills.

A whole language theory of learning is quite different from both the decoding and skills models. It is based on sound and current research in the field of socio-psycholinguistics (Goodman, Smith, Meredith, & Goodman, 1987). Rather than relying on controlled/controlling methods and prepackaged, published materials, quality literature forms the basis for invitations into language investigations. From a whole language perspective, learning is viewed as a contextual and generative process, which holds meaning to be relative. Therefore, language needs to be kept natural and whole instead of braking it into parts. As a result, meaning is central and cannot be isolated from other language systems. The focus of instruction from this perspective is on bringing the non-visual background of the learner to literacy events. The emphasis of whole language theory is on

the use of natural oral and written language, as well as other communication systems, such as, art, drama, movement and music. As a result, the teacher takes on the role of collaborator, facilitator, and resource person in instructional events. Students are active participants in determining the curriculum. This creates a classroom environment where the teacher can also be a learner. There is shared responsibility designed to encourage risk-taking in the exploration of meaning.

Whole language defines reading as a social and selective process (Goodman, Smith, Meredith, & Goodman, 1987). Readers ask questions from the printed text which involves an interaction between thought and language. Reading is thinking stimulated by print. This results in new meaning being formed by the reader. There is no control over vocabulary using whole language. The language used is that which is needed for meaning within context of the situation. It is not necessary to build sight word vocabulary because the integrity of language remains intact. Natural language learners make predictions

about text and confirm or revise their predictions within the context of reading. Rather than testing isolated comprehension skills, students are asked to read and then recreate a story by way of retelling, rewriting, or through use of alternative communication systems (art, music, dance or drama) (Goodman, Smith, Meredith, & Goodman, 1987). In whole language theory, evaluation is an integral part of the ongoing activity. Evaluation is purposeful in facilitating learning and it exists to help learners as they engage in authentic situations and acts (Harp, 1991).

There are many benefits to using a whole language-based approach. Behavior problems greatly decrease with the accompanying higher levels of self-esteem and respect for others. This model is based on trust, acceptance, and respect for all language learners, resulting in children taking responsibility, and the curriculum becoming self-motivating. When there are groupings, they are arranged by interests and needs, and respect is given to the social nature of language and literacy

acquisition. Children begin to find their own intrinsic rewards when they are given choice and ownership of their literacy events. With learning viewed as a natural process, reading and writing are intertwined because a child does not write without reading what is written (Harste, Short, & Burke, 1988). The use of quality literature not only brings pleasure, but serves as a model for children working toward convention. The use of a thematic approach also benefits learners and helps them to make connections across content areas (O'Brien, 1989). The results of seeing language and literacy acquirers from a whole language perspective is higher self-esteem, a greater acceptance of others, and an environment conducive to learning.

My views of language and learning are based on whole language theory. I see whole language not as a set of prescribed methods or materials, but a set of beliefs, a philosophy, a way of viewing children (Edelsky, Altwerger, & Flores, 1991). The affective domain is an important factor of children's success (or lack of it) in language and literacy acquisition.

The affective domain also contributes to the reasons why invitations must be meaningful to children, and why there must be authentic purposes for what is done in classrooms. Whole language offers a theoretical base that can best serve the needs of all children, and provides educators with an appropriate approach for designing language and literacy acquisition programs for multilingual/multicultural classrooms.

The purpose of this project is to present an overview of the Holistic English Literacy Program (HELP) at Elderberry School in Ontario, California. HELP was designed to meet the language, academic, and social needs of all students in Elderberry's multilingual/multicultural classrooms. The program's goal is to provide quality education for a large population of children from diverse backgrounds. Elderberry School was able to overcome many challenges in implementing a successful program, and did so, even though, there were only two Bilingual teachers for grades 1-6 students whose primary language is Spanish; it was unable to directly address diverse primary languages, and; it had only

existing, limited resources. As coordinator of HELP and member of the team of teachers that have pulled together second language acquisition and whole language theory, I believe our program can serve as a model for other schools facing similar challenges.

LITERATURE REVIEW

The purpose of this literature review is to bring together the theoretical and research bases of whole language and second language development. This is necessary because there is increasing linguistic and cultural diversity found in classrooms today, and this trend is projected to continue into the approaching new century. Diverse student populations have needs that include both English language and cognitive development, and it remains the school's responsibility to provide for these needs.

Unfortunately, many educators hold negative perceptions of second language acquirers and others from non-mainstream cultures. These misconceptions need to be examined in order to gain acceptance of children from diverse linguistic and cultural backgrounds. Besides examining perceptions and recognizing the needs of these children, it is important to have an understanding of the current theories of second language acquisition. With this knowledge, traditional approaches can be evaluated along with whole language philosophy to arrive at a

viable approach to addressing the needs of multilingualistic/multicultural classrooms.

Increasing Diversity in School Populations

Educators must face the challenge of educating large numbers of children who are ethnically, culturally, and even economically different from what has commonly been thought of as the population of our schools. Teale (1991) reminds educators that diversity has always been a source of strength for the United States, however, if as a nation we are to prosper educationally, morally, and economically, then, we must deal directly with our diversity.

Immigration contributes to the largest growth in population in our nation (United Way, 1989), and as immigrant children enter the classroom, they bring with them their native languages and cultures. By the turn of the century, one third of this nation will be non-white, and in at least ten states minority students will have become the majority in public schools (United Way, 1989). By the turn of the century, California public schools will have a majority of minority students. According to State

Department of Education figures, in 1990 there were 864,000 identified Limited English Proficient (LEP) students in California schools. It is expected that these figures will grow by 5 to 7% a year. San Bernardino County schools are expected to exceed this rate of growth, and has already seen a 23% growth in its number of LEP students between 1988-89 and 1989-90.

Language minority students, as a group, tend to do poorly in regular school programs. It has been found that they do not acquire the language, academic, and sociocultural skills necessary to meet life's challenges. "Many language minority students achieve only low levels of primary language proficiency while acquiring less than native-like ability in English" (State Department of Education, 1990, p. ix). California's goal is to remediate this situation. Its aim is to allow all language minority students "to develop the highest degree possible of language, academic, and social skills necessary to participate fully in all aspects of life" (State Department of Education, 1990, p. 191). Stated

otherwise, language minority students will develop English language proficiency, academic success, high levels of self-esteem, and cultural awareness.

Schools need to develop programs to meet these goals. When doing so, it is important to remember that learning a language implies more than just oral proficiency. It includes, "learning to use a language to socialize, to learn, to query, to make believe and to wonder" (Rigg & Allen, 1989).

Learning a language can take many years, and expecting quick, complete proficiency is unrealistic (Cummins, 1981a; Collier, 1987). As is the case for primary language acquirers, second language acquirers develop oral proficiency at their own individual rates (Strong, 1983). This is also true of their literacy development (Edelsky, 1986). Early (1990) reminds teachers that, when addressing the needs of second language acquirers, "they need to be prepared to adjust (not 'water-down') their instruction to accommodate the different levels of English proficiency and different learning rates and styles of their students" (p.568).

A particular concern for teachers should be that the language used in school differs from language used outside of school. Heath (1983) showed that non-mainstream children often perform unsuccessfully in school because their non-mainstream culture causes them to use language and see things differently at times from the way mainstream adults expect children to learn and perform. A premise made by Goodman, Smith, Meredith, and Goodman (1987) is that, "The basic responsibility of schools is to cultivate language and thinking and the knowledge which is acquired through their use" (p. 2). They believe that in order to meet this responsibility a bridge needs to be built between the language and literacy of the home and community and the school.

The Kamehameha Early Education Program found that the key to understanding how to help non-mainstream children develop to their full potential in language and literacy was to build on children's language, literacy, and experiential roots. Research was conducted by Au & Jordan (1981) into the home language patterns of Hawaiian children.

This research was used to adjust literacy instruction in schools. This adjustment helped to make a connection between the cultural and language environment of the home and community and the schools' literacy program.

Such research and application show that what we really need to know is not some sociological descriptor of what children are (low-SES children or "at risk" children--or even black, Hispanic, or Hmong children) but rather what they can do and how they use language and literacy. It is this kind of insight that can help us understand what good language arts instruction should be. (Teale, 1991, p. 552)

Links must be forged between homes and schools if children are to retain and value their cultural heritage and primary languages. Teachers can begin by building on the educational and personal experiences non-mainstream children bring with them to school (Early, 1990). When learning a language, students need to be encouraged to use their previous experiences with oral and written language to develop

their second language and to promote their growth in literacy (Au & Jordan, 1981; Hudelson, 1986; Edelsky, 1986; Enright & McCloskey, 1988). Their cultural identities should be honored by practices that recognize the knowledge and experiences students bring to school rather than attempt to replace them (Heath, 1983; Moll & Diaz, 1987; Teale, 1991).

Perceptions of Non-mainstream Students

Children from diverse linguistic and cultural backgrounds are often categorized under labels that imply they are deficient in language, academics, or social skills, such as low-SES and at-risk. Second language acquirers have the label Limited English Proficient (LEP). This type of simple wording carries with it negative connotations (Mikkelsen, 1990; Flores, Tefft-Cousin, & Diaz, 1991;). If these children are unsuccessful in school, it is easy to fault their parents, culture and language. It also seems, at times, that children are classified in order to justify teaching strategies. The status-quo maintains that labeled children are most in need of skills instruction (Early, 1990), and must be given

more opportunities to drill and practice in order to perfect our cultural norms.

A more positive term for second language acquirers, Potential English Proficient (PEP) has been suggested, and shows an awareness that educators need to change their perceptions of non-mainstream children. Therefore, "if we really want to enable all children to participate as equal and responsible members of the classroom culture (or the culture at large), no matter what the 'stream,' we must first find ways to transform ourselves" (Mikkelsen, 1990, p. 565). Educators can change their view of successful school achievement to one that places value in the culture of diverse populations and accepts them as part of the mainstream. Classroom communities can learn about other's cultural norms, social experiences, and native languages (Mikkelsen, 1990). New assumptions can be formed.

Traditional ways of teaching language and literacy are challenged by new assumptions (Goodman, 1991). By providing teachers with the "understanding necessary to restructure the social organization of

learning and literacy through mutually constructed social contexts in their classrooms" (Flores, Tefft-Cousin, & Diaz, 1991, p. 373) alternative views of all children emerge. From new perspectives, we can discover that all children bring many experiences into the classroom and that they are proficient language users. We see that all children can be successful in regular classroom programs if they are provided with opportunities to learn language in rich, integrated settings. By observing their language use in authentic settings across the curriculum, we find the language development of children from diverse linguistic backgrounds can be effectively monitored. Ultimately, we become aware of parent's interest in their children's achievement and success in school, and welcome them as partners in their children's educational experience (Heath, 1983). These new insights lead to better application and understanding of processes involved in children's acquisition of both their first and second language and literacy.

Second Language Acquisition

A primary goal for non-native speakers is English language acquisition. In addition to their need to acquire conversational English to function in society, children who are acquiring English as a second language must also gain the language proficiency required to gain cognitively and academically in subject and content areas (Early, 1990). Krashen, Terrell, and Cummins are three major theorists with holistic views in the area of second language development.

Krashen (1981) explains his second language acquisition theory in terms of five hypotheses. First, his "Acquisition-Learning Hypothesis" (p.56) deals with two independent ways of developing ability in second languages. Acquisition is a subconscious process identical in all important ways to the process children use in acquiring their first language, while learning is a conscious process that results in knowing about language. Acquisition is most important for developing language fluency. Krashen's "Natural Order Hypothesis" (p. 56-57)

proposes that we acquire the rules of language in a particular order, some rules tending to come early and others late. Formal simplicity does not appear to determine the order. "The Monitor Hypothesis" (p. 59) focuses on the fact that learning and conscious knowledge serve only as an editor, and leads to making corrections or changing output of acquired language. These first three hypotheses show acquisition as having a central role in second language performance.

How we acquire language is found in Krashen's fourth hypothesis. The "Input Hypothesis" (pp. 58-61) claims that language is acquired in only one way--by receiving understandable messages, or comprehensible input. Progress is made by understanding structures that are slightly beyond our current level of competency. Krashen's "Affective Filter Hypothesis" (pp. 61-62) deals with the affective domain of language acquisition. Personality, motivation, anxiety, self-confidence, and other affective variables can cause a mental block and prevent acquirers from using input

effectively. These hypotheses have been incorporated into the works of other theorists of second language acquisition.

In the Natural Approach, "the centrality of the acquisition process is recognized" (Terrell, 1981, p. 119). The Natural Approach is communicative-based and recognizes the functional language needs of children in learning to live in a different language environment. Terrell bases his approach on the theory of second language acquisition which maintains that in order to acquire language, students need a rich language environment in which they are receiving "comprehensible input" (Krashen, 1981) in low anxiety situations. He maintains that,

The Natural Approach. . . is not simply a series of specific classroom techniques but also a philosophy of goals in language teaching based on a theory of second language acquisition, which predicts how the goals might be met. All human beings possess the ability to acquire second languages. . . . (Terrell, 1981, p.118)

The Natural Approach is mainly concerned with the development of basic communicative fluency and is not highly correlated with literacy and academic achievement.

An aspect of language proficiency strongly related to literacy and academic achievement can be found in Cummins' (1981b) contextual interaction theory. This theory is represented by quadrants formed by two intersecting continuums that illustrate variations of difficulty in terms of language for academic purposes. The vertical line represents a continuum from cognitively undemanding to cognitively demanding language tasks. The horizontal line represents a continuum from context embedded (those things which are visible, tangible, or accompanied by other clues to assist comprehension) to context reduced (those things which are abstract and have little but spoken or written language as a source of comprehension) situations.

Unfortunately what can happen when attempting to apply Cummins' (1981b) theory is that, "as language teachers try to make language more meaningful by

providing contextual cues and supports, too often their attempts bring the learner into cognitively undemanding situations" (Snow, Met, & Genesee, 1989, pp. 203-204). They rarely require students to use new language knowledge. This occurrence can be found in many published ESL programs where children are asked to fill-in worksheets without the opportunity to actually use their new language knowledge or apply it to real life situations. This skills-based approach fragments language, and renders it meaningless.

Approaches to English Language Development

The language curriculum of traditional ESL programs is fairly standard in both content and sequencing (Snow, Met, & Genesee, 1989). Students are first taught vocabulary related to classroom procedures, then the weather, and on to parts of the body, colors, numbers, and so on. Grammar is also introduced in predictable patterns, for example, present tense is taught before the past. Topics and structures may or may not have any relationship to the skills students need, and remain as distinct

objectives. From this skills and decoding view of language and learning, language skills are taught in isolation from content area skills, thus, disassociating language learning from cognitive and academic development. Grammar-based programs focus on language forms and usage and not on language function and use (State Department of Education, 1990).

Many non-mainstream students are placed in skills programs when they enter regular classrooms that use popular basal series that are accompanied by ditto packets and workbooks. For non-native speakers this is a "submersion" (State Department of Education, 1990, p. 217) approach to ESL. In submersion programs, the curriculum is designed for native speakers and no special instructional activities focus upon the needs of language minority students. Second language acquirers are given only minimal amounts of comprehensible second language input. This "sink or swim" model often results in language minority students becoming bi-illiterate.

A whole language perspective can be found in communicative and contextual based ESL programs which focus on language function and use, and not on language form or usage. Many researchers advocate a content-based approach to English language development (Chamot & O'Malley, 1986; Mohan, 1986; Hudelson, 1989), and a conceptual framework for integrating language and content area instruction for second language acquirers has been proposed (Snow, Met, and Genesee, 1989).

Several theoretical underlying rationales have provided for a shift to more holistic perspectives of second language acquisition. In their first language acquisition, cognitive and language development processes are paired naturally for young children. Therefore, if language acquisition is an unconscious process, and second language acquisition occurs similarly to the way in which children develop their first language competence (Krashen, 1981), then, language can be learned most effectively for communication in meaningful, purposeful social and academic contexts. Traditionally, "In subject matter

learning we overlook the role of language as a medium of learning. In language learning we overlook the fact that content is being communicated" (Mohan, 1986, p. 1).

The theoretical basis for integrating language and content instruction for language minority students can be found in contextual interaction theory (Cummins, 1981b). Integrating content with language teaching and learning provides a substantive basis for language acquisition, and if content is interesting and of some value to the learner it will be seen as worth learning, and serve as a motivational incentive. A belief underlying some forms of an integrated approach is, "that by using interesting content and stressing meaning, the students will engage in some form/function analysis that leads naturally to acquisition" (Early, 1990, p. 567). Goodman, Smith, Meredith, and Goodman, (1987) refer to this as a "Double Agenda" (pp. 56-57). They maintain that, "People learn language best as they learn through language" (p. 57), and that the bulk of school language development programs should not be

focused on language development, but on the uses of language. Students need opportunities "to describe, to argue, to discuss, to influence, to represent, to learn, to express, and to understand" (p. 57). What is needed is an approach that provides opportunities for these types of language use.

A Holistic Approach

Whole language theory suggests a viable approach for integrating English language development and content area learning. While there are no prescribed methods or materials, whole language-based language development programs are based on the assumptions made by Flores, Tefft-Cousin, and Diaz (1991).

First, there are many experiences that children bring with them into the classroom, and all children are seen as proficient users of their language. Second, non-mainstream children can be successful in regular classroom programs if they are provided with opportunities to learn language in rich integrated settings. Third, by observing their language use in authentic settings across the curriculum, the language development of these children can be

effectively monitored. Fourth, the assumption is made that the parents of these children are interested in the achievement of their children in school, and they can be partners in the educational experience of their children.

Whole language philosophy respects children, who they are, where they come from, and the experiences they have before and outside of school (Edelsky, Altwerger, Flores, 1991). Central to whole language theory is the belief that language acquisition occurs more easily when language is meaningful and relevant to the learner. Children need to use language for their own purposes in school just as they do outside of school when they want to say or understand something. Teachers need to respect this ownership of language, and remember that, "Language is learned best when the focus is not on the language but on the meaning being communicated" (Goodman, 1986, p. 10). When teachers work with children in the natural direction of their growth, language becomes as easy in school as out. What happens in school should support and expand on what happens outside of school.

"Whole language programs get it all together: the language, the culture, the community, the learner, and the teacher" (Goodman, 1986, p.8).

In a whole language-based approach, thematic units are often used as a curricular frame and offer an avenue for reorganizing classrooms to align practice with current theory (Staab, 1991). With thematic units of study, literacy is attained through an integrated curriculum of language and content learning. As an approach to second language acquisition, thematic units aim to develop language competencies in academic tasks (Cummins, 1981b), and make it possible to accommodate different degrees of English proficiency, learning rates and styles of students (Cummins, 1981a). Thematic units as an organizational framework serve as a good basis from which to plan full and varied, yet related, language learning experiences around a topic of study (Early, 1990). As a curriculum approach, thematic units empower children through "real access to personally and socially useful knowledge through development of thought and language" (Goodman, 1986, p. 10).

(Thematic units) are designed to help students organize the patterns of their knowledge in a variety of ways and. . . allows them to develop the language to express and comprehend these knowledge structures. The key objective is to help students comprehend and express knowledge across a variety of topics, tasks, situations, and modes (Early, 1990, p. 570-571).

Classrooms organized for thematic learning are child-centered. Choices are offered which add to children's ownership of the learning experience. Children's ideas and interests form the basis for themes of study while purposeful instruction provides for meaningful, child-directed follow-up (Staab, 1991). The teacher acts as the provider of materials, facilitator of learning (Lindfors, 1987), observer of processes and progress, and fellow learner.

A flexible structure allows time for teachers to become informed and learn much more about students than they can by formal testing (Goodman, 1986). Whole language teachers are dedicated, proficient and

constant kidwatchers (Y. Goodman, 1985). They can find fascination in their students' language and social learning, and are eager to learn from their students. Whole language teachers interact, observe, record anecdotal comments, keep checklists of information, review students' self-evaluations and portfolios of work as children work independently, in pairs, or in small groups. These ongoing, authentic forms of assessment and evaluation inform the teacher of children's progress, and provide implications for future instructional events. "Evaluation and assessment serve to help students and teachers plan how to learn and to find out if they are accomplishing what they want" (King, 1991, pp. 162). Additionally, information can be gained about children's "ability to follow through on tasks, to cooperate with others, and to engage in realistic self-evaluation." (Staab, 1991).

Evaluation in whole language classrooms is intentional and an integral part of the ongoing activity. There is purpose in what and why teachers and children do things. Evaluation takes many forms,

and "whole language classrooms allow for all kinds of evaluation" (King, 1991, p. 167), including use of alternative communication systems that may be highly prized by other cultures. With this respect for multiple perspectives, assessments and evaluation in whole language classrooms serve to build all learners' success.

Conclusion

Whole language is a set of beliefs, a philosophy, a way of viewing children that best serves the needs of all children in language and literacy acquisition. It offers a way to enhance the major theories of second language acquisition and the goals for language minority children. The thematic approach to curriculum in whole language-based classrooms is child-centered, and builds on children's interests and experiential backgrounds while incorporating ongoing assessment and evaluation. An effective second language and literacy acquisition program benefits from being based on whole language theory.

The purpose of this project is to present an overview of the design and implementation of Elderberry School's Holistic English Literacy Program (HELP). HELP is based on the theories of second language acquisition and whole language. It addresses the increasing diversity of languages and cultures in classrooms, and can offer insights for others interested in developing similar programs.

GOALS AND LIMITATIONS

The primary goal of this project is to bring together current research and theories of second language acquisition and whole language, and to illustrate how they can be integrated through an innovative English Language Development Program for multilingual/multicultural elementary classrooms. It is commonly recognized that all educational policy and practice is based on theories that are often implicit and not commonly understood. Teachers often base their practice and beliefs on intuitions derived from experience. Neither theory nor intuition alone are usually enough to persuade others that changes would be beneficial.

The second goal of this project is to present an overview of HELP: a Holistic English Literacy Program in order to highlight the dynamic processes of its development and implementation. The program incorporates collaborative team teaching that maximizes individual teacher's areas of interest and expertise. A thematic approach to concept development aids language and literacy acquisition

and spans classrooms and grade levels. Flexible groupings of children occur within multigraded and mainstream classrooms.

All aspects of the program were designed to meet the goals set for the children. These goals are that they will acquire English language proficiency, academic success, high self-esteem, and cultural awareness and appreciation.

The project currently addresses the needs of diverse student populations in second through fifth grades. In the coming school year, our goal is to include first through sixth grades. This poses the need for additional teachers who are interested in such a program, and who also share in a whole language philosophy.

Another limitation to the project is that it does not address the school's change from a traditional to a year-round school calendar. While all classes currently in the program have been assigned to a single track, our scheduling may be affected by this change in regards to cooperating mainstream teachers.

Budget constraints may limit the acquisition and purchase of tradebooks, multicultural materials, items used to enhance classroom presentation of concepts, fieldtrips, and staff developemnt. The program currently is allotted bilingual funds which have been used for these purposes.

EVALUATION

Evaluation is an integral part of the ongoing activity in whole language-based programs. Evaluation is also intentional, and there is purpose in what and why teachers and children do things. The purpose of evaluation and assessment in the Holistic English Literacy Program is, "to help teachers, students, and the community facilitate learning as curriculum is created to take into account variations in interactional, communication, and behavioral standards" (King, 1991, p. 159). The instruments used to assess and evaluate English language development are taken and/or adapted from those currently used to assess and report student progress in other whole language-based classrooms. These instruments include anecdotal records, observation checklists, evaluation forms, and student self-evaluations that occur in the form of both written and audio/visual recordings of children's oral and written language. The language samples and collection of assessments and evaluations are easily maintained in portfolios.

In their second language acquisition, children's initial responses are usually non-verbal and can be observed as they begin to "observe routines, follow instructions, create artwork or construction related to a theme" (Heald-Taylor, 1991). Body language, such as, a smile of recognition or pointing to a friend, is often the first form of communication observed. The first oral language is often heard on the playground as children engage in social interactions. These observations can be anecdotally recorded to provide important information for evaluation of second language development. As speech begins to emerge, recording of personally dictated stories can add to this information. An easy way to organize the gathered information is found in the use of language observation inventories (Heald-Taylor, 1991; Church, 1991), or other similar checklists that indicate the occurrence of a child's use of language for different purposes across a variety of situations.

Observing children as they work and interact provides much of the information for informal

assessment in this English language development program. Constant kidwatching (Y. Goodman, 1985) provides teachers with more information about their students' language and social learning than can be derived from formal testing. Growth is difficult to predict because students develop very individually but it can be observed (Heald-Taylor, 1991). The language and literacy growth of second language acquirers can be monitored effectively through teacher observations documented anecdotally or on checklists, and through use of portfolios containing samples of students' work.

Writing samples can reveal what students are working on and their progress toward standardization and convention. This English language development program uses children's writing samples that are organized and assessed through use of checklists and evaluation forms. Kucer's (1988) Evaluation of Reading and Writing Processes is a checklist of information used to show a child's progression through reading and writing processes. For evaluating progress toward spelling conventions and

the cueing systems used in functional spellings, Busch's (1990) Functional Spelling Inventory is used. These forms provide teachers with information that is useful for reporting of progress and provide information for future instructional events. Writing samples are also evaluated for sense of story, sense of audience, punctuation, spacing, and legibility. The focus on these conventions are mutually agreed upon by the student and teacher (King, 1991).

Multicultural settings with second language acquirers benefit from the use of holistic evaluation and assessment methods that allow for multiple perspectives. "For example, some cultures may not emphasize auditory and visual expression; students from these cultures may prefer tactile and kinesthetic presentations of their learning and express themselves better through art than through reading and writing" (King, 1991, p. 167). The validity of these expressions of learning should be unquestionable and accepted as forms for evaluation. These types of activities can best be assessed through the use of anecdotal records and audio/visual

recordings. With acceptance of multiple interpretations and demonstrations of understanding, assessments and evaluation can serve to build all learners' success.

Audio and video tapes can be used to keep track of a child's progress in reading and oral language development over time. These are also used by the student for self-evaluation, and are shared with parents and others who are interested (King, 1991). Audio and video tapes can be organized and assessed through use of miscue analysis profiles (Goodman & Burke, 1972), strategy lessons introduced, and reader-selected miscues (Watson, 1978).

Self-evaluation has an integral role in whole language. In whole language-based programs, "Students are responsible for their own learning and decide what they want to know and how well they want to know it and of planning what to do next" (King, 1991). Self-evaluation provides students with independence, initiative, and self-selection in the learning process (Zarry, 1991). Some examples of student records that facilitate self-evaluation and

are used in the program are reading and writing folders, daily logs, reading response journals, and individual plans and goals.

Portfolios provide an ideal way in which to maintain records and to show a child's progress in language and literacy over time. Portfolios are usually large expandable files in which dated writing samples, language, reading and writing development checklists, records of books read, self-assessments, audiotapes, videotapes, anecdotal records, and other evidence of student literacy are kept for easy reference (Zarry, 1991).

Teacher observations, anecdotal records, checklists, student self-evaluations, and portfolios are all examples of the authentic forms of assessment and evaluation found in the whole language-based English language development program. All of these serve to inform the teacher of children's progress, and provide implications for future instructional events. Being intentional, evaluation serves as an integral part of the ongoing activity in all whole language-based classrooms.

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APPENDICES

APPENDIX A

HELP: A HOLISTIC ENGLISH LITERACY PROGRAM FOR MULTILINGUAL ELEMENTARY CLASSROOMS

The second goal of this project is to present an overview of the design and implementation of Elderberry School's Holistic English Literacy Program (HELP). One of the key tenets of this whole language-based program is that no one becomes literate without personal involvement with literacy. All children come to school with language and experience. To facilitate children's second language acquisition and to ensure a meaningful education, HELP begins by finding out in what ways children are already readers and writers. From this base, the curriculum is negotiated and begins with the life experiences and culture of the children.

Elderberry School is located in the Ontario-Montclair School District, and has a student population of 659 students in grades 1-6. Students from diverse multicultural backgrounds make up the majority (approximately 70%) of Elderberry's current student population. Many of these children, along

with others who are recent immigrants from eastern European countries, speak a language other than English at home. Currently, thirteen different home languages are represented at Elderberry School, and it is expected that the number of multilingual students will continue to increase. HELP was designed to address the language, academic and social needs of Elderberry's multilingual students who are acquiring English as another language.

WHY WE NEEDED HELP

A change from Elderberry School's traditional bilingual program resulted from the increasing diversity of primary languages and cultures represented in the student population. Elderberry School principal, John Duncan was concerned that the school was not meeting the needs of ALL its language minority students. He illustrated a lack of attention to diversity by telling staff about a little boy named Katchatur, who was in a first grade bilingual classroom. Katchatur was a recent immigrant from Armenia and spoke no English. After several months in the bilingual program, Katchatur

still did not show evidence of understanding English. However, Katchatur was becoming bilingual--he was acquiring Spanish as his second language. This was commendable, but Katchatur still needed to become proficient in English. With Elderberry School's increasing diversity, came an obvious need for change.

The challenges we faced in our traditional approach to bilingual education are those shared by many other schools. These include, 1) a large and increasingly diverse population of students who range in age, needs, and English literacy, 2) a lack of qualified staff to address primary languages and English as a second language, 3) a lack of adequate or appropriate role models in bilingual classrooms, 4) isolation and segregation of children from their peers. The results of these conditions led to slow progress in English acquisition, academic achievement, and assimilation of non-native children.

Our need to address these problems was clearly recognized. The opportunity for restructuring the bilingual program came with the District's shift to

site-based management of bilingual programs. The District gave broad latitude to each school site to develop its own educationally sound program based on the needs of the student population and existing resources. From assessment of the school's population and needs came HELP's inception.

HELP is an English language development program, defined by the California Department of Education as one that uses specially designed English language instruction, curriculum, and materials to develop English language proficiency in students whose primary language is other than English.

Instructional techniques, assessments, materials and approaches are used to develop communicative competence (including listening, speaking, reading, and writing) and academic achievement. California does not, however, prescribe a specific program for all schools to follow. Therefore, a Language Development Council was established at Elderberry School to look into various models and curriculum designs upon which to base a new program.

The Department of Education's \$4.5 million, seven year study recently indicated that students who receive the benefits of a carefully planned program of language development instruction perform academically better than those students who are not provided appropriate programmatic options. Based on this research, we reviewed the program options provided by our District (see Appendix B), and visited other school sites with model programs. We also sought advice from faculty at California State University, San Bernardino (CSUSB). Kathy Weed and Lynn Diaz-Rico from the university's School of Education introduced us to a "Continuity Model of English Language Development." They also provided us with many published programs to review.

From evaluation of our program options, student population, staff, and resources, we did not find any one model that completely fit the school's needs. Our student population is multilingual; we have only two Spanish-speaking Bilingual teachers and few interested staff; and our only funding is derived from the District's existing Bilingual budget for our

school. Therefore, we took a variety of components from many different programs, and set out from a whole language perspective to develop a new model. Its implementation is an ongoing, dynamic process that relies on continual student and program assessment to ensure that needs are being met. In its first year, we have found the HELP model to be a successful approach to integrating the theories of second language acquisition and whole language.

Research has revealed that second language is learned best when the setting is natural (Cummins, 1981; Krashen, 1981; Terrell, 1977, 1981; Krashen & Terrell, 1983), and that learning is a natural and continuing social process (Dewey, 1938; Short & Burke, 1991; Smith, 1981). Goodman (1980) adds to these connections that,

Language development is natural whether written or oral. It develops in a social setting because of the human need to communicate and interact with significant others in the culture. It develops in response to the creative, active participation of the individual trying to make sense out of the world in which he or she is growing. (p.4)

The HELP model respects these findings and places much emphasis on collaboration between and among students, teachers, and parents. Isolating teachers, students and their parents into bilingual classes was the cause of many problems at Elderberry. Bilingual teachers felt separate and unable to communicate their goals and frustrations with other teachers. The children isolated themselves on the playground, rarely enriching or extending their second language through social interaction with their peers. Parents were reluctant to attend school activities because of their own language differences. These teachers, students and parents did not feel a part of the school community. HELP seeks to overcome this sense of isolation by organizing to meet the needs of teachers, students, and parents. Within these categories scheduling, grouping, curriculum, and assessment are addressed.

HELPing TEACHERS

One of the challenges at our school was to overcome the deficit myths about language minority students. Priority was given to teacher education

with the aim of increasing sensitivity and appreciation for multicultural students. This benefited all staff, but not all were interested in participating in a newly designed program. Those teachers who were interested attended Language Development Across the Curriculum (L'DAC) training during the summer in preparation for the Language Development Specialist (LDS) exam. LDS teachers are trained and authorized to provide ESL instruction to limited English proficient (LEP) students, and English for academic achievement instruction in English language development programs (Commission on Teacher Credentialing, 1991). This training provided us with a common base of knowledge and increased our multicultural awareness. It also enabled us to express goals and concerns for the children in our program more effectively with one another.

Presently, HELP has a team of three teachers. Each has her own area of strength or expertise. Irma Reitz is a technology trainer in the District, and our school's technology coordinator; Liza Syndergaard is a Spanish-speaking bilingual teacher; and I am

most interested in integrated language arts and classroom publishing. I also serve as coordinator of the program. As a team, we collaborate on all aspects of HELP. We each share in a whole language philosophy and see the program as an ideal team teaching situation. Flexibility within the program provides the opportunity for us to explore our areas of interest more fully in the classroom. Other LDS teachers serve as mainstream teachers in the program. Figure 1 shows how each child is able to benefit from each teacher's unique and individual area of interest and strength.

Insert Figure 1 about here

Whole language philosophy maintains that children gain in literacy through collaboration. Teachers also benefit from collaborative efforts. During weekly meetings, our team shares in thematic planning, referring to State guidelines and the District's master curriculum to ensure that grade level requirements are being met. In order to meet

guidelines, each teacher has been assigned a broad category of responsibility (see Figure 2) to allow for maximum flexibility within the program.

Insert Figure 2 about here

As a collaborating team of teachers, we provide each other with suggestions and feedback on ideas and strategies. We share solutions to problems, and together, discuss our students progress, evaluate our achievement of program goals, and form objectives (see Appendix C). Overall, we believe we have become better teachers by being part of a collaborating team. The three of us share equally in our responsibility to the students. From our several perspectives, we gain a better view of students' individual strengths and needs, and are able to plan more effectively for meaningful instruction. Together, we learn from our students and each other. As part of a team, the sense of isolation has been alleviated.

HELPing STUDENTS

Our decision was to group children across the range of grade levels (2-5) and stages of English language proficiency. This enabled us to take advantage of cross-age and peer tutoring situations and made class sizes more equitable. Initially, we arranged groups by stages of English language acquisition (Krashen & Terrell, 1983). We soon realized the need for more heterogenous groups in order to have successful collaboration among the children.

Initial assessment of students allowed us to rank order all the children as to their English language proficiency. From this ranked list, we arranged groups to include in each a mix of grade levels and children from most to least English proficient. The number of groups formed was determined by the number of cooperating teachers. The groups were then arbitrarily labeled (i.e., X Y Z) for management purposes.

The three groups of children rotate through a daily schedule (see Figure 3) that takes them to each

teacher's classroom. On Mondays, Thursdays and Fridays, the children follow the same schedule. On Wednesdays, participating teachers share a prep time in the morning which allows for program and thematic planning. During this time, the children participate in physical education (P.E.), along with mainstream classes under the direction of District P.E. teachers. A rotation wheel is used on Wednesdays to keep track of which group goes first to the computer lab, since the first block of time is shortened due to P.E.

Insert Figure 3 about here

Our district has also designated Tuesdays as minimum schedule days to allow for additional prep and meeting times. Because of these minimum days, Tuesdays have been set aside as homeroom days when students remain with their homeroom teacher and participate in grade specific and mainstreaming activities with other grade level classrooms.

We have found that as elementary teachers, we had to let go of the idea that one specific group of children "belong" to us for the entire day. The result has been that the children now feel that we "belong" to them. To facilitate children seeing teachers as a team, everyone meets together for about fifteen to twenty minutes each morning for oral language activities that include chants, songs, and poems. The safety in very large numbers gets everyone involved and is always fun. As they interact and relate to a wider range of both children and adults during the school day, children in the program have truly become less isolated.

In classrooms, cooperative learning groups are formed and used. There are many benefits to using cooperative groups with children learning English as another language (McGroarty, 1989). The small groups allow for personal interaction and give children the opportunity to practice English in a low anxiety environment with more proficient models. The children are willing to take more risks and try harder when they trust and feel team support. In

cooperative groups, children become highly motivated to learn because of the opportunity to share ideas and negotiate meaning with peers. They develop a sense of belonging and are more encouraged to understand and accept the new culture. Children's self-esteem is also raised as teams accept and value individual differences. This sensitivity to others has effects that go beyond the classroom doors. The integration factor of grouping across classrooms--both HELP and mainstream--gives the children a sense of belonging in the larger school setting, and makes possible opportunities for enhancement of English language acquisition.

Cummins' (1981) theory of a common underlying proficiency makes a strong case for instruction in and maintenance of a child's primary language. Although many diverse primary languages are represented at Elderberry School, Spanish is the home language for many of our children, and we are able to address Spanish as a primary language through grouping. About 100 students are able to flow through Liza Syndergaard's classroom four out of five

days a week. During the time spent in Liza's classroom, children are engaged in the same types of literacy experiences found in other whole language classrooms. The only difference lies in the language used by the teacher. Liza uses theme cycling (Edelsky, Altwerger, & Flores, 1991), as a means for pursuing lines of inquiry which are based on children's interests and questions. In this way, misinterpretations or lack of understanding of content presented in other classrooms can be explored and clarified. Grouping children has helped to maximize Liza's expertise to benefit more children than previously possible without overwhelming her with an extremely large class size.

Grouping also makes it possible for more children to make use of the technology available at our school. Irma Reitz uses her expertise to teach children how to use multimedia (audio and video equipment, including VCRs, video disc players, video cameras, and related computer software) and computers as tools for authoring and publishing. These provide children with comprehensible input in the form of

information that children can readily access. As part of the integrated curriculum that spans HELP classrooms, multimedia and computers are invaluable tools.

Insert Figure 4 about here

In my classroom, the authoring cycle serves as a curricular frame (Harste, Short, & Burke, 1988). It offers a way to put things in perspective, and emphasizes that curriculum must always build from and connect with children's life experiences. As children author, they are engaged in uninterrupted experiences with meaning, exploring some meanings more intensely with others, revising their meanings, presenting and sharing their meanings with others, reflecting on their learning, and accepting new learning invitations. After children are familiar with the process, they work easily through the cycle with little direction because of the openness and their ownership of the activities.

The Authoring Cycle Life experiences are those things that children know. From children's life experiences, open activities can be selected that permit all children--at whatever grade level, in any language, from least to most proficient--to connect; they should be able to begin and achieve, given their current level of proficiency.

Uninterrupted reading and writing time is the key to successful authoring. Involvement in the process generates learning as readers and writers constantly shift perspectives from reader to writer, from speaker to listener, from participant to spectator, from monitor to critic, all in the process of reading and writing itself.

Invitations and choice are important to the authoring cycle. An invitation gives children the right to turn down an option and to justify how their own idea is equally valid. Choice is the impetus that gets the whole process started, and is crucial if children are to have ownership of the process. Through decision making, children learn to weigh and think about a variety of information. If children

turn down an invitation, or don't feel they have a story to write, they are reminded of other reading and writing opportunities in the classroom. We have a large classroom library, journals, a message board, and daily news for everyone to choose from. Everyone is expected to be engaged in their choice of some type of reading or writing activity.

Children keep lists of topics in their Author's Folder which can be referred to for ideas and added to later. Author's Folders also contain rough drafts in various stages of development. In this way, the folders serve as a cumulative record of writing, and assists student and teacher in monitoring growth in the writing processes and mechanics. We use self-evaluation and teacher evaluation forms to organize the information that we gain on the use of mechanics and strategies (see Appendix C).

We have an Author's Chair for students who want to share their stories "as is." For seeking advice and thinking with others, we have Authors' Circle. Its purpose is to explore meaning and provide authors with feedback about their writing. After Authors'

Circle, many children choose to do some semantic revision and self-editing of their rough draft and then submit it to Editors' Table.

Once authors have served as editors themselves, they begin to do more self-editing before submitting their work, however, authors are not required to rewrite their drafts. Editors' Table assures students that they do not need to worry about conventions early on in their writing because their concerns will be dealt with later in the cycle. Conventions show regard for readers. Authors can begin using conventions when they do not take away from getting meaning down. The Editors' Table provides many opportunities to present skill and strategy lessons in appropriate context.

From the Editors' Table, the manuscript is sent to a managing editor, usually the teacher or another adult. It is then returned to the author for publishing and illustrating. For authors, and especially second language acquirers, the process of illustrating their book is a significant part of the publication process as they construct meaning through

art. Publishing can be either formal or informal and can include group and individual books, newspapers, class magazines, displays, posters, games, announcements, Reader's Theatre, plays, songs, and dances. To celebrate authorship, the children present their publication to the class during Author Sharing Time. Books can be taken home to be read by family members then, are returned to be added to the classroom library, and shared by others until the end of the year.

Early in the school year, our class used the Authoring Cycle as the framework for a focused study on families (see figure 5). As a class, we gained lots of information about each other--who we were, where we came from, our family histories, how we are alike and different from each other. Building on this topic, all children were able to participate. After going through the Authoring Cycle, some children contributed their stories to a class newspaper which was sent home to parents and distributed to other classrooms. This began our

publication of a monthly newsletter that the children take great pride in and enjoy reading, especially when their own articles appear in it.

Insert Figure 5 about here

Authoring Curriculum During this time of budget constraints, using the Authoring Cycle as a curricular frame for approaching curriculum from a whole language perspective has its advantages. We were not disappointed to find that few textbooks were available for use in HELP classrooms. Nurss & Hough (1992) point out that most of the reading materials used in U.S. classrooms are developed on the assumption that learners bring with them a rich base of oral language on which literacy can be built. Texts are organized with the expectation that oral language will serve as the link between printed texts and the real-life objects and experiences they represent. Second language learners may not possess the oral competence that textbooks assume.

To develop oral competence, speakers of other

languages must have opportunities to hear what Krashen (1982) calls "comprehensible input."

Comprehensible input is "language with an understandable message that is interesting and relevant to the learner, offered in sufficient quantity to allow access to the language, and sequenced for meaning rather than by grammatical forms" (Nurss & Hough, 1992, p.282). Exposure to language with these characteristics allows learners to tap their existing networks of skills and concepts. Hudelson (1984) suggests that second language learners, like preschool first language learners, begin to acquire literacy when they are exposed to a rich oral and print language environment before they are fully competent in oral English.

The Authoring Cycle as a curricular frame is organized to provide comprehensible input and to foster teacher and peer interaction. It develops reading and writing simultaneously with oral language, and is thematically organized.

Classroom features include 1) planning for small group activities in which students discuss and work

together to solve problems; 2) providing activities with short term goals that have meaning to children; 3) using topics for study that reflect what children want to know; 4) integrating children's prior knowledge and learning patterns into ongoing instruction; 5) teaching skills in meaningful integrated curriculum units; 6) planning a range of formal and informal opportunities to use language and to get constructive feedback; and 7) providing a range of familiar and novel experiences to use and expand on children's previous experience.

The use of quality literature during the Authoring Cycle gives children opportunities to appreciate English in meaningful contexts, to hear the rhythm and intonation of the language, and to become familiar with the syntactical structures while gradually gaining an understanding of the text (Heald-Taylor, 1991). Books with predictable text are enjoyed along with multicultural titles that reflect classroom diversity, and are added to through inclusion of children's publications in our classroom's library.

HELP's whole language-based approach benefits second language learners because:

- children can participate in all language activities regardless of their level of proficiency in English.
- mixed ability groups can work together.
- learning strategies are child-centered, causing children to continually experience and use language to think and to seek meaning.
- development in oral language, reading, and writing are totally integrated and grow simultaneously.
- rate of growth is completely individual.
- children use their developing English in the reading and writing processes right from the start.
- children learn to speak, read, and write by being engaged in the process.
- whole language processes facilitate growth in both first and second languages. (Heald-Taylor, 1991)

HELPing PARENTS

Parents have an integral role in HELP. We have found, contrary to the perception of many teachers, that most parents are very willing to help at home, and are extremely concerned about their children's success at school. A major obstacle has been that

they don't know how to help. We hold quarterly meetings with parents in which they receive program information, actively participate in developing goals for the program, and are kept current on issues and options. These meetings are in addition to regularly scheduled Back-to-School Night, Open House and parent-teacher conferences. They are scheduled at times suggested by the parents. Our bilingual teacher is present at meetings to interpret for Spanish-speaking parents, and other interpreters, many parents themselves, also volunteer to help out.

Parents are also actively involved in a home reading program with their children. We recommend they read to and with their children in their home language. We emphasize the importance of children becoming biliterate, and that parents can be their child's best access to their native language. Parents fill out weekly logs of their child's home reading and return it to school each Friday.

We ask parents to volunteer in the classroom. For many different reasons, this is often not possible. Many lack transportation, work during

school hours, or have younger children to care for. Instead, we have had great response by parents to tape record stories and books. A tape and recorder are sent home, and the parents choose what they would like to orally record. They return the tape and loan the book from which they have read. Another option they often use is retelling of favorite stories that they write down and illustrate with the help of their children. At school, these are placed in the listening center and made available to all children. Children take great pride in sharing with others what they and their parents have contributed. This has added access to primary language by children with diverse languages. It has also proved to be one of the greatest ways we have found for encouraging home literacy events. The parents often express their pride in being able to contribute to their child's education in a very meaningful way.

Weekly homework notices are sent home to inform parents of requirements for their children. Songs and poetry introduced in the classroom are sent home to read and practice and make up a great deal of the

homework, which includes daily home reading. Parents are also kept abreast of classroom happenings through the students' publication of a monthly newsletter. Parents enjoy seeing their child's published work in the newsletter and encourage them to work toward this goal. In many ways, parents have proved to be our greatest assets.

CONCLUSION

During the 1991-1992 academic year, Elderberry School implemented the Holistic English Literacy Program. The program's first year focus has been on students in grades 2-5. The challenges we faced when we began still exist. The number of students acquiring English as a second language continues to increase; some teachers still don't want to be bothered, but those interested in becoming a part of the HELP team is increasing. With HELP teachers have found support through collaborative team teaching; flexible grouping of children across classrooms has helped to alleviate children's sense of isolation, while engaging them in meaningful literacy experiences; and parent's have found that they are

valuable to the school community. Overall, children are experiencing success in acquiring English through their active engagement with literacy.

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Figure Captions

Figure 1. Each child benefits from all teachers' areas of expertise.

Figure 2. Teacher responsibilities.

Figure 3. HELP schedule.

Figure 4. The Authoring Cycle curriculum (Short & Burke, 1991).

Figure 5. Authoring Cycle as the framework for a focused study on families (Short & Burke, 1991).

Figure 1.

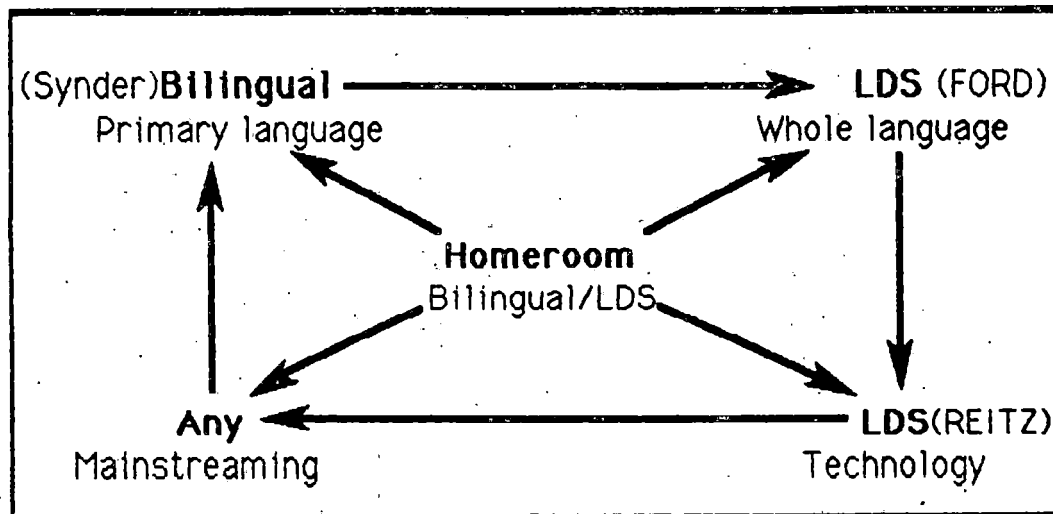


Figure 2.

BILINGUAL (L1)	LDS (L2)	MAINSTREAM
Primary language development across the curriculum	English language development across the curriculum	Art Music Movement P.E.

Figure 3.

MON	THUR	FRI	Reitz	Snyder	Ford
7:45 - 8:30	(45MIN)		HOMEROOM		
8:30 - 9:30	(60MIN)		X	Y	Z
9:45 - 10:45	(60MIN)		Y	Z	X
10:50 - 1:00	(130MIN)		HOMEROOM/LUNCH		
1:00 - 2:00	(60MIN)		Z	X	Y

WEDNESDAY		Reitz	Snyder	Ford
7:50 - 8:50		P.E. / PREP		
8:50 - 9:30	(40MIN)	SEE ROTATION		
9:45 - 10:45	(60MIN)	WHEEL		
10:50 - 1:00	(130MIN)	HOMEROOM/LUNCH		
1:00 - 2:00	(60MIN)	SEE WHEEL		

*Computers/library

Figure 4.

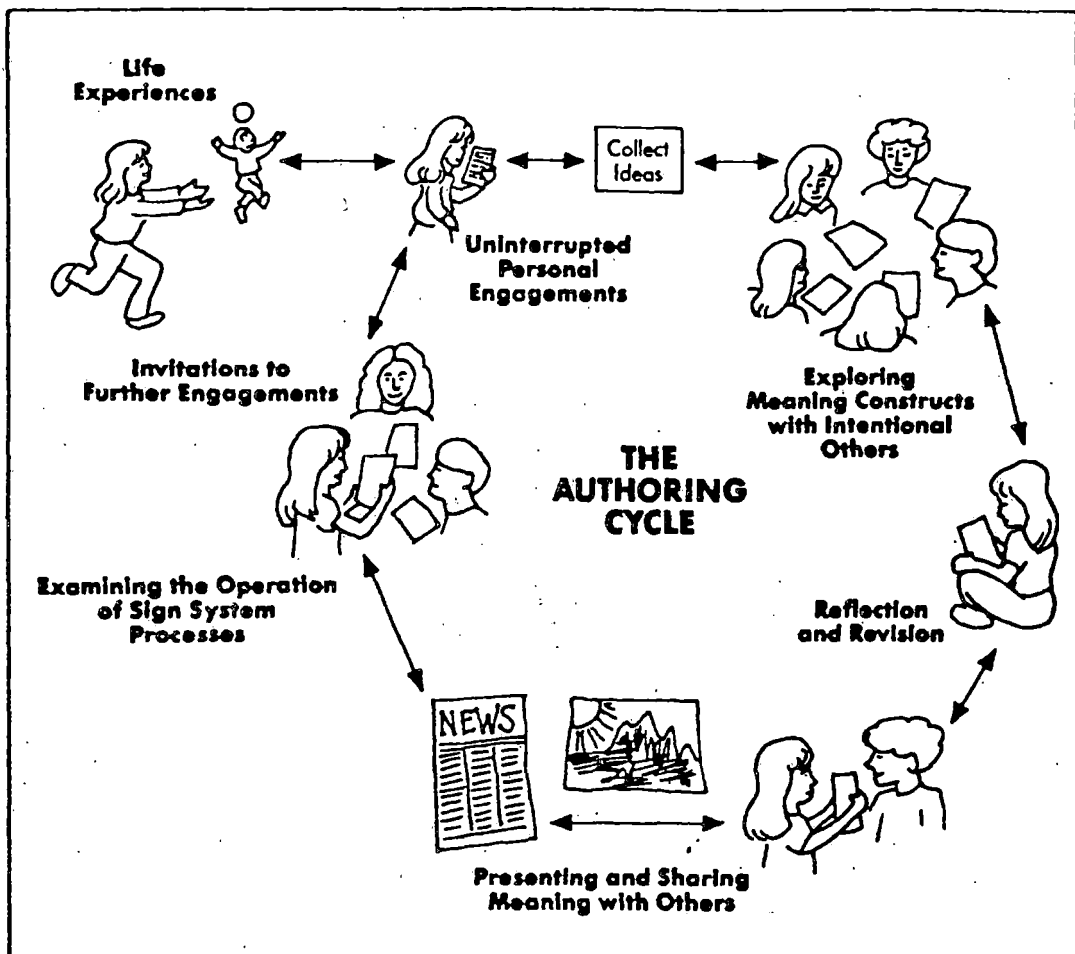
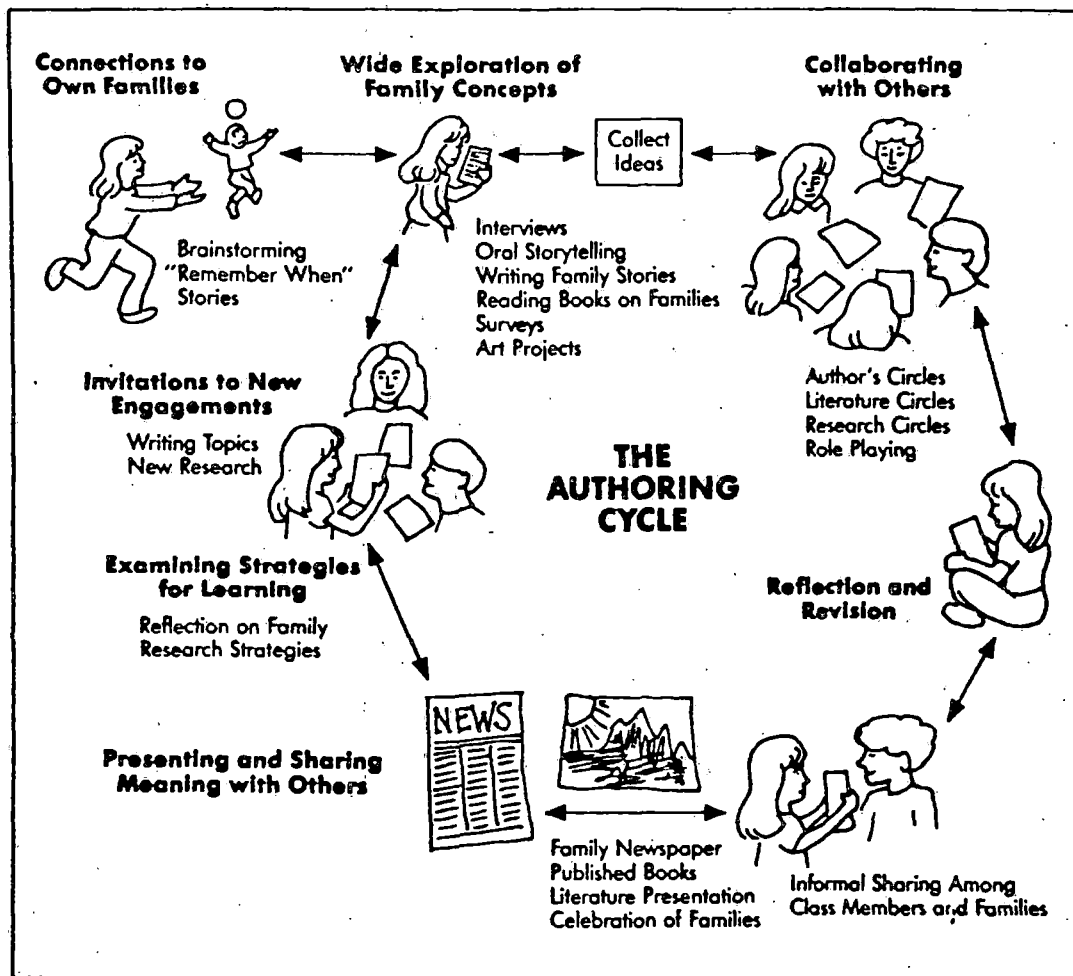


Figure 5.



APPENDIX B MODELS OF BILINGUAL PROGRAMS

The following models are not exclusive programs. Many of the program options share common elements and were suggested by the Ontario-Montclair School District as guidelines which could be used by schools when designing site level bilingual programs.

BILINGUAL CURRICULUM MODEL (Adapted from the Eastman Model)

This model is based on a specific curriculum model. Students are grouped for instruction based on their mastery of English. Students in the Bilingual Curriculum Model class receive instruction in their dominant language. In the Curriculum Model program, the student's dominant is used for concept development while students acquire a second language. There is transfer of learning to English content areas as second language proficiency develops. This is done by teaming with the paired English-only class for specific subjects, beginning with the less language intensive subjects, such as physical education, art, and music and moving to the more language intensive subjects, such as language arts and social science. English language acquisition is focused on natural approach strategies to provide instruction that is comprehensible. This program option is designed to provide equal educational opportunities for elementary LEP students by promoting English language development and by sustaining academic achievement through the use of primary language for core subject matter instruction.

Considerations

- Where there are at least 20 LEP students per grade level with the same primary language
- Qualified bilingual personnel
- Sufficient core materials in the primary language
- Shared philosophy among staff for curriculum model
- Team teaching/primary language class paired with English only class
- Program should span at least three grade levels, ideally K-3. This provides the continuity for English language development. Needs a minimum of 3 to 5 years of program commitment.

SHELTERED ENGLISH

This approach is an integral component of bilingual education programs. Students receive sheltered instruction geared to their level of English proficiency in content areas. This option utilizes a natural language approach where students acquire language naturally through a series of concrete experiences. Students in sheltered content classes need to have an Individualized Learning Plan (ILP).

Considerations

- Requires staff training and commitment to natural language approach
- Numerous hands-on materials to facilitate concrete experiences for LEP students
- Ideal for classrooms with students of multiple language backgrounds
- May be used as a transition program for middle school students before being mainstreamed into regular classes.

ILP COMBINED WITH PRIMARY LANGUAGE SUPPORT

An Individualized Learning Plan (ILP) combined with primary language support is an organized program in which participating students receive instruction in and through English. The classroom teacher develops an ILP based on students' diagnosed needs. This approach is combined with primary language support of the LEP students. The purposes of this option are to increase the overall academic achievement and English language proficiency of LEP students, emphasize self-esteem and respect for culture, as well as utilize the student's primary language skills.

Considerations

- Staff that can provide primary language instruction
- Materials in primary language and culture desirable
- Personnel trained in second language methodologies and multicultural education.

TEACHER TEAMING CLUSTER MODEL

Teachers cluster students for academic instruction based on common language needs and skill development. Two or more teachers team together to provide the needed services.

Considerations

- Need staff with primary language background
- Based on teacher's content areas strengths
- Requires commitment to teaming philosophy
- Provision for joint planning time to facilitate communication and articulation
- Student assessment and placement are key factors for clustering.

BILINGUAL MAGNET PROGRAM

A bilingual magnet provides a voluntary program which enriches language opportunities for students. LEP students in a bilingual magnet program would be placed according to the bilingual curriculum model placement matrix. Students would follow the criteria established for transition and reclassification. Opportunity for an immersion program for English speaking students would also be available. In order to prevent a segregated school site, sufficient English only students at all grade levels are needed to provide for integration.

Considerations

- Requires careful planning before implementation
- Needs a clearly articulated philosophy with a defined mission and goal
- Requires qualified personnel, sufficient materials, and ongoing staff development and training
- Develop a public relations strategy to promote positive community support and voluntary participation
- Can be a school within a school or a separate site
- Criteria for selection and participation needs to be established.

BASIC BILINGUAL PROGRAM - ILP

The Basic Bilingual Program utilizes an Individualized Learning Plan for each child. This program represents the minimum requirements for elementary limited English students not enrolled in bilingual classrooms. This individualized program is developed by the classroom teacher, based on student's diagnosed academic needs and includes, whenever possible, primary language assistance.

Considerations

- Minimal program designed to meet limited English proficient student's needs
- Best used for impacted language students (those languages where there are inadequate primary language materials and personnel).

IMMERSION PROGRAM

In an immersion program, students are taught content material within an all-English classroom environment. An immersion program may include the teaching of English language arts using natural approach techniques. This includes an instructional emphasis on contextual clues and with grammar and vocabulary adjusted to the student's level of English proficiency. The key purpose of this program is to provide comprehensible input, or understandable messages so that students acquire the second language as they learn academic subjects. This program option, to be more effective, should include a primary language component provided by bilingual staff. This option differs from a sink or swim/submersion model where no provision is made for comprehensible instruction for limited English proficient students.

Considerations

- More effective when natural approach strategies are used
- Personnel trained in bilingual methodologies
- Most effective with students who have strong primary language skills.

APPENDIX C
HOLISTIC ENGLISH LITERACY PROGRAM
Teacher Objectives

HELP teachers will continually strive to:

1. Create a curriculum that is meaningful and child-centered.
2. Create an environment where the social nature of language is respected and provided for.
3. Establish use of cooperative and flexible learning groups.
4. Provide for all levels of English language proficiency and learning styles.
5. Provide adequate amounts of comprehensible input.
6. Develop language across all areas of the curriculum.
7. Plan thematic cycles that span the curriculum, and are built from student interests and background experiences.
8. Use quality literature containing positive multicultural perspectives and images to provide the basis for instruction.
9. Make available to children materials that enhance literacy.
10. Provide many opportunities for children to progress naturally in literacy, ensuring ample time is given to uninterrupted reading and writing.
11. Integrate use of technology that enhances literacy.
12. Use authentic assessment which focuses on children's strengths.
13. Accept close approximations and children's oral and written miscues, providing guidance as children progress toward conventions.
14. Accept music, literature, drama, and art as expressions and valid interpretations of meaning and understanding.
15. Keep evaluation in perspective, and use information gained to plan for future instruction.

APPENDIX D
EVALUATION FORMS

Self-Evaluation: Two Pluses and a Wish

Print Awareness Inventory

Functional Spelling Inventory

Evaluation of Basic Reading and Writing Processes

Parent Report of Student Progress

NAME _____

DATE _____

TWO PLUSES and a WISH

++

?

+ Plus 1

+ Plus 2

? Wish

PRINT AWARENESS INVENTORY

Name _____ Date _____

Three categories of product names are established by asking children to bring in things they can read at home. Category one contains those products that 10 or more students bring, category two - 5 to 10, category three - less than 5.

	LEVEL OF ATTAINMENT				
	NR	NC	C	NL	DC
I. MOST COMMON					
II. NEXT MOST COMMON					
III. LEAST COMMON					

NR = No Response

NC = No Contextualization, response does not fit context, e.g., says Jello when shown candy bar wrapper

C = Contextualization, response does fit context, e.g., says candy bar when shown candy bar wrapper

NL = Names Letters, response fits context and indicates some sound-symbol recognition

DC = Decontextualization, able to read product name when written on index card

FUNCTIONAL SPELLING INVENTORY

Writer _____ Age _____ Grade _____ Date _____

Writing Sample _____ Evaluator _____

* of words _____ Conventional Spellings ____/____ = ____ Functional Spellings ____/____ = ____

[illegible]

(adapted from K. Busch, 1990)

EVALUATION OF BASIC READING AND WRITING PROCESSES

STUDENT _____ GRADE _____ AGE _____ EVALUATOR _____

READING PROCESS				WRITING PROCESSES			
yes	some	no		yes	some	no	
1A. Generates and organizes major ideas or concepts.				1B. Generates and organizes major ideas or concepts.			
2A. Develops and supports major ideas or concepts with details and particulars.				2B. Expands, extends, or elaborates on major ideas or concepts.			
3A. Integrates meaning into a logical and coherent whole.				3B. Integrates meaning into a logical and coherent whole.			
4A. Uses a variety of linguistic cues: textual, semantic, syntactic/ graphophonic.				4B. Uses a variety of linguistic cues: textual, semantic, syntactic, graphophonic.			
5A. Uses a variety of text aids: pictures, charts, graphs, sub-headings, etc.				5B. Uses a variety text aids: pictures, charts, graphs, sub-headings, etc.			
6A. Uses relevant background knowledge.				6B. Uses relevant background knowledge.			
7A. Makes meaningful predictions based on what has been previously read.				7B. Predicts/plans upcoming meanings based on what has been previously written.			
8A. Revises -rereads, reads-on, or rethinks- when meaning is lost, purpose/intentions or the needs of the audience are not met.				8B. Revises when meaning is lost or when purpose/intentions or the needs of the audience are not met.			
9A. Generates inferences or goes beyond the information given.				9B. Uses writing to explore ideas and to discover new meanings.			
10A. Reflects on, responds and reacts to what is being read.				10B. Reflects on, responds and reacts to what is being written.			
11A. Uses reading for a variety of purposes and functions.				11B. Uses writing for a variety of purposes and functions.			
12A. Varies the manner in which texts are read based on different purposes, intentions, and audiences.				12B. Varies the manner in which texts are written based on different purposes intentions, and audiences.			
13A. Takes risks.				13B. Takes risks.			
14A. Sentences are meaningful as read.				14B. Sentences are meaningful as written.			
				15B. Revises conventions -spelling, punctuation, capitalization, penmanship, etc- after meaning and purposes/intentions are met.			

(adapted from S. Kucer, 1988)

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Elderberry School
Language Development Program

MARKING KEY
M = MOST OF THE TIME
S = SOMETIMES
N = NOT YET

Indicators of Developing Control and Comprehension in English	1st	2nd	3rd	4th
Talking and Listening				
- Expects what is heard to make sense				
- Monitors understanding of spoken language by asking questions, seeking clarification, etc.				
- Uses expanded vocabulary with others about own activities				
- Communicates in a group setting				
- Repeats nursery rhymes, chants, poems, etc.				
- Responds to and talks about stories				
- Sings songs				
- Dictates stories, personal messages				
- Listens attentively to class activity				
- Listens and responds in community talk				
- Talks about reading and writing				
- Communicates clearly and effectively				
Reading				
- Displays interest in books				
- Chooses to spend time with books				
- Anticipates and joins in on repetitive phrases				
- Understands environmental print				
- Possesses knowledge about letters				
- Recognizes some words				
- Focuses on deriving meaning from text				
- Reads to perform a task				
- Constructs meaning, develops interpretation and makes judgements				
Writing				
- Patterns writing after literary structures				
- Initiates writing for specific and personal purposes				
- Participates in writing conferences by asking questions and giving				
- Displays control over mechanics				
- conventional spelling				
- punctuation				
- grammatical structures				
- Displays research skills				
- Edits and proofreads				
Mathematics				
Social Studies / Science / Health				
Music / Art				
P.E.				

Student _____ Grade Level _____ School Year _____

Homeroom Teacher _____ Language Teacher _____

White - CUM Copy
 Goldenrod - Parent Copy 1st Quarter
 Pink - Parent Copy 2nd Quarter

Canary - Parent Copy 3rd Quarter
 Green - Parent Copy 4th Quarter

Ontario-Montclair

School District

ROBERT HARDY

President

JAMES DOWNS

Vice President

KATHLEEN BRUGGER

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Member

ALAN WAPNER

Member

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INSTRUCTIONAL SERVICES

FAX (714) 983-5415

FRANK A. COSCA, Ed.D.

Superintendent

EDWARD M. BORDENKIRCHER

Assistant Superintendent

Instruction

March 2, 1992

Adria Klein, Ph.D.

School of Education

California State University

5500 University Parkway

San Bernardino, CA 92407-2397

Dear Dr. Klein,

I have reviewed the attached project summary of Monica Ford, teacher at Elderberry School in the Ontario-Montclair School District and approve the study related to review and research of whole language ideas and their relatedness to language acquisition of Limited English Proficient (LEP) students. Any light that can be shed on assisting LEP students not only acquire second language skills, but also derive meaning from any and all Language Arts experiences in Reading, Writing, Speaking, and Listening is helpful.

Sincerely,



Edward M. Bordenkircher

Assistant Superintendent

Instructional Services

EMB:sw